

Douglas H Fuchs

List of Publications by Year in descending order

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Version: 2024-02-01

313
papers

20,494
citations

8159

76
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328
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docs citations

328
times ranked

5327
citing authors

#	ARTICLE	IF	CITATIONS
1	Exploring the Truth of Michael Yudin's Claim: The More Time Students With Disabilities Spend in General Classrooms, the Better They Do Academically. <i>Journal of Disability Policy Studies</i> , 2023, 33, 236-252.	0.9	15
2	Commercially Developed Tests of Reading Comprehension: Gold Standard or Fool's Gold?. <i>Reading Research Quarterly</i> , 2022, 57, 385-397.	1.8	14
3	Connections between mathematics and reading development: Numerical cognition mediates relations between foundational competencies and later academic outcomes.. <i>Journal of Educational Psychology</i> , 2022, 114, 273-288.	2.1	7
4	Comorbidity in Reading Comprehension and Word-Problem Solving Difficulties: Exploring Shared Risk Factors and Their Impact on Language Minority Learners. <i>Journal of Learning Disabilities</i> , 2022, 55, 513-527.	1.5	2
5	Modelling multilevel nonlinear treatment-by-covariate interactions in cluster randomized controlled trials using a generalized additive mixed model. <i>British Journal of Mathematical and Statistical Psychology</i> , 2022, , .	1.0	2
6	An Experimental Study to Strengthen Students' Comprehension of Informational Texts: Is Teaching for Transfer Important?. <i>Learning Disabilities Research and Practice</i> , 2022, 37, 124-139.	0.9	0
7	Building word-problem solving and working memory capacity: A randomized controlled trial comparing three intervention approaches.. <i>Journal of Educational Psychology</i> , 2022, 114, 1633-1653.	2.1	7
8	Addressing Challenging Mathematics Standards With At-Risk Learners: A Randomized Controlled Trial on the Effects of Fractions Intervention at Third Grade. <i>Exceptional Children</i> , 2021, 87, 163-182.	1.4	12
9	A Quasiexperimental Evaluation of Two Versions of First-Grade PALS: One With and One Without Repeated Reading. <i>Exceptional Children</i> , 2021, 87, 141-162.	1.4	4
10	Bringing Data-Based Individualization to Scale: A Call for the Next-Generation Technology of Teacher Supports. <i>Journal of Learning Disabilities</i> , 2021, 54, 319-333.	1.5	16
11	Closing the word-problem achievement gap in first grade: Schema-based word-problem intervention with embedded language comprehension instruction.. <i>Journal of Educational Psychology</i> , 2021, 113, 86-103.	2.1	42
12	Prevention: Necessary But Insufficient? A 2-Year Follow-Up of an Effective First-Grade Mathematics Intervention. <i>Child Development</i> , 2020, 91, 382-400.	1.7	18
13	Addressing the role of working memory in mathematical word-problem solving when designing intervention for struggling learners. <i>ZDM - International Journal on Mathematics Education</i> , 2020, 52, 87-96.	1.3	29
14	Cognitive Correlates of the Covariance in Reading and Arithmetic Fluency: Importance of Serial Retrieval Fluency. <i>Child Development</i> , 2020, 91, 1063-1080.	1.7	37
15	Improving Language Comprehension to Enhance Word-Problem Solving. <i>Reading and Writing Quarterly</i> , 2020, 36, 142-156.	0.6	14
16	Do the processes engaged during mathematical word-problem solving differ along the distribution of word-problem competence?. <i>Contemporary Educational Psychology</i> , 2020, 60, 101811.	1.6	10
17	Language-related longitudinal predictors of arithmetic word problem solving: A structural equation modeling approach. <i>Contemporary Educational Psychology</i> , 2020, 60, 101825.	1.6	15
18	Are Individual Differences in Response to Intervention Influenced by the Methods and Measures Used to Define Response? Implications for Identifying Children With Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2020, 53, 428-443.	1.5	18

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19	Sight word acquisition in first grade students at risk for reading disabilities: an item-level exploration of the number of exposures required for mastery. <i>Annals of Dyslexia</i> , 2020, 70, 259-274.	1.2	6
20	Is "Response/No Response" Too Simple a Notion for RTI Frameworks? Exploring Multiple Response Types With Latent Profile Analysis. <i>Journal of Learning Disabilities</i> , 2020, 53, 454-468.	1.5	4
21	Dynamic Assessment for Identifying Spanish-Speaking English Learners' Risk for Mathematics Disabilities: Does Language of Administration Matter?. <i>Journal of Learning Disabilities</i> , 2020, 53, 380-398.	1.5	3
22	Improving Language Comprehension to Enhance Word-Problem Solving. <i>Reading and Writing Quarterly</i> , 2020, 36, 142-156.	0.6	0
23	New Standards and Old Divides: Policy Attitudes About College- and Career-Readiness Standards for Students with Disabilities. <i>Teachers College Record</i> , 2020, 122, 1-32.	0.4	4
24	Does an integrated focus on fractions and decimals improve at-risk students' rational number magnitude performance?. <i>Contemporary Educational Psychology</i> , 2019, 59, 101782.	1.6	8
25	Using Moderator Analysis to Identify the First-Grade Children Who Benefit More and Less From a Reading Comprehension Program: A Step Toward Aptitude-by-Treatment Interaction. <i>Exceptional Children</i> , 2019, 85, 229-247.	1.4	11
26	Embedding Self-Regulation Instruction Within Fractions Intervention for Third Graders With Mathematics Difficulties. <i>Journal of Learning Disabilities</i> , 2019, 52, 337-348.	1.5	22
27	The Role of Cognitive Processes in Treating Mathematics Learning Difficulties. , 2019, , 295-320.		6
28	Connections Between Reading Comprehension and Word-Problem Solving via Oral Language Comprehension: Implications for Comorbid Learning Disabilities. <i>New Directions for Child and Adolescent Development</i> , 2019, 2019, 73-90.	1.3	17
29	Three Frameworks for Assessing Responsiveness to Instruction as a Means of Identifying Mathematical Learning Disabilities. , 2019, , 669-681.		2
30	Does the Severity of Students' Pre-Intervention Math Deficits Affect Responsiveness to Generally Effective First-Grade Intervention?. <i>Exceptional Children</i> , 2019, 85, 147-162.	1.4	16
31	A Longitudinal Analysis of the Trajectories and Predictors of Word Reading and Reading Comprehension Development Among At-Risk Readers. <i>Journal of Learning Disabilities</i> , 2019, 52, 195-208.	1.5	42
32	On the Importance of Moderator Analysis in Intervention Research: An Introduction to the Special Issue. <i>Exceptional Children</i> , 2019, 85, 126-128.	1.4	24
33	Are Students With Disabilities Accessing the Curriculum? A Meta-Analysis of the Reading Achievement Gap Between Students With and Without Disabilities. <i>Exceptional Children</i> , 2019, 85, 329-346.	1.4	84
34	Evaluating a Multidimensional Reading Comprehension Program and Reconsidering the Lowly Reputation of Tests of Near-Transfer. <i>Learning Disabilities Research and Practice</i> , 2018, 33, 11-23.	0.9	33
35	Text Comprehension and Oral Language as Predictors of Word-Problem Solving: Insights into Word-Problem Solving as a Form of Text Comprehension. <i>Scientific Studies of Reading</i> , 2018, 22, 152-166.	1.3	67
36	Students with Disabilities' Abysmal School Performance: An Introduction to the Special Issue. <i>Learning Disabilities Research and Practice</i> , 2018, 33, 127-130.	0.9	21

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37	Response-To-Intervention in Finland and the United States: Mathematics Learning Support as an Example. <i>Frontiers in Psychology</i> , 2018, 9, 800.	1.1	13
38	A Randomized Control Trial of Working Memory Training With and Without Strategy Instruction. <i>Journal of Learning Disabilities</i> , 2017, 50, 62-80.	1.5	49
39	Critique of the National Evaluation of Response to Intervention: A Case for Simpler Frameworks. <i>Exceptional Children</i> , 2017, 83, 255-268.	1.4	97
40	A Meta-Analysis of Working Memory Deficits in Children With Learning Difficulties. <i>Journal of Learning Disabilities</i> , 2016, 49, 3-20.	1.5	143
41	Cognitive Profiles of Mathematical Problem Solving Learning Disability for Different Definitions of Disability. <i>Journal of Learning Disabilities</i> , 2016, 49, 240-256.	1.5	39
42	Does the Value of Dynamic Assessment in Predicting End-of-First-Grade Mathematics Performance Differ as a Function of English Language Proficiency?. <i>Elementary School Journal</i> , 2016, 117, 171-191.	0.9	9
43	The role of cognitive processes, foundational math skill, and calculation accuracy and fluency in word-problem solving versus prealgebraic knowledge.. <i>Developmental Psychology</i> , 2016, 52, 2085-2098.	1.2	43
44	Does Evidence-Based Fractions Intervention Address the Needs of Very Low-Performing Students?. <i>Journal of Research on Educational Effectiveness</i> , 2016, 9, 662-677.	0.9	19
45	Responsiveness-To-Intervention: A "Systems" Approach to Instructional Adaptation. <i>Theory Into Practice</i> , 2016, 55, 225-233.	0.9	13
46	A longitudinal study on predictors of early calculation development among young children at risk for learning difficulties. <i>Journal of Experimental Child Psychology</i> , 2016, 152, 221-241.	0.7	26
47	Cognitive and linguistic predictors of mathematical word problems with and without irrelevant information. <i>Learning and Individual Differences</i> , 2016, 52, 79-87.	1.5	37
48	Pathways to Third-Grade Calculation Versus Word-Reading Competence: Are They More Alike or Different?. <i>Child Development</i> , 2016, 87, 558-567.	1.7	61
49	The Many Faces of Special Education Within RTI Frameworks in the United States and Finland. <i>Learning Disability Quarterly</i> , 2016, 39, 58-66.	0.9	77
50	Classwide Intervention Using Peer-Assisted Learning Strategies. , 2016, , 253-268.		6
51	Multilevel Response-to-Intervention Prevention Systems: Mathematics Intervention at Tier 2. , 2016, , 309-328.		4
52	A Research-Validated Program for Improving At-Risk Students'™ Fraction Magnitude Understanding, Word-Problem Solving, and Explanations. <i>Literacy Studies</i> , 2016, , 207-225.	0.2	0
53	Inclusion Versus Specialized Intervention for Very-Low-Performing Students. <i>Exceptional Children</i> , 2015, 81, 134-157.	1.4	64
54	Effects of a Multitier Support System on Calculation, Word Problem, and Prealgebraic Performance Among At-Risk Learners. <i>Exceptional Children</i> , 2015, 81, 443-470.	1.4	43

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55	Efficacy of an Intervention to Enhance Reading Comprehension of Students With High-Functioning Autism Spectrum Disorder. <i>Remedial and Special Education</i> , 2015, 36, 131-142.	1.7	24
56	Rethinking Service Delivery for Students With Significant Learning Problems. <i>Remedial and Special Education</i> , 2015, 36, 105-111.	1.7	58
57	Is Word-Problem Solving a Form of Text Comprehension?. <i>Scientific Studies of Reading</i> , 2015, 19, 204-223.	1.3	91
58	Republication of "Curriculum-Based Measurement: A Standardized, Long-Term Goal Approach to Monitoring Student Progress" Intervention in School and Clinic, 2015, 50, 185-192.	0.8	1
59	Segmenting Texts Into Meaningful Word Groups: Beginning Readers' Prosody and Comprehension. <i>Scientific Studies of Reading</i> , 2014, 18, 208-223.	1.3	26
60	What Is Intensive Instruction and Why Is It Important?. <i>Teaching Exceptional Children</i> , 2014, 46, 13-18.	0.8	105
61	Sources of individual differences in emerging competence with numeration understanding versus multidigit calculation skill.. <i>Journal of Educational Psychology</i> , 2014, 106, 482-498.	2.1	39
62	Does calculation or word-problem instruction provide a stronger route to prealgebraic knowledge?. <i>Journal of Educational Psychology</i> , 2014, 106, 990-1006.	2.1	68
63	Evidence-Based Practices in a Changing World. <i>Educational Researcher</i> , 2014, 43, 242-252.	3.3	92
64	Customizing a Research-Based Reading Practice. <i>Reading Teacher</i> , 2014, 68, 173-183.	0.4	18
65	Examining the Predictive Validity of a Dynamic Assessment of Decoding to Forecast Response to Tier 2 Intervention. <i>Journal of Learning Disabilities</i> , 2014, 47, 409-423.	1.5	25
66	Understanding Unresponsiveness to Tier 2 Reading Intervention. <i>Learning Disability Quarterly</i> , 2014, 37, 192-203.	0.9	20
67	Behavioral Attention: A Longitudinal Study of Whether and How It Influences the Development of Word Reading and Reading Comprehension Among At-Risk Readers. <i>Journal of Research on Educational Effectiveness</i> , 2014, 7, 232-249.	0.9	27
68	Intervention Effects for Students With Comorbid Forms of Learning Disability. <i>Journal of Learning Disabilities</i> , 2013, 46, 534-548.	1.5	38
69	Effects of first-grade number knowledge tutoring with contrasting forms of practice.. <i>Journal of Educational Psychology</i> , 2013, 105, 58-77.	2.1	124
70	Efficacy of a First-Grade Responsiveness to Intervention Prevention Model for Struggling Readers. <i>Reading Research Quarterly</i> , 2013, 48, 135-154.	1.8	56
71	Reaching the Mountaintop: Addressing the Common Core Standards in Mathematics for Students with Mathematics Difficulties. <i>Learning Disabilities Research and Practice</i> , 2013, 28, 38-48.	0.9	75
72	Promoting Teachers' Use of Scientifically Based Instruction. <i>Elementary School Journal</i> , 2013, 113, 303-330.	0.9	4

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73	Predicting development of mathematical word problem solving across the intermediate grades.. Journal of Educational Psychology, 2012, 104, 1083-1093.	2.1	22
74	Early Screening for Risk of Reading Disabilities. Assessment for Effective Intervention, 2012, 38, 6-14.	0.6	25
75	Smart RTI: A Next-Generation Approach to Multilevel Prevention. Exceptional Children, 2012, 78, 263-279.	1.4	230
76	Contributions of domain-general cognitive resources and different forms of arithmetic development to pre-algebraic knowledge.. Developmental Psychology, 2012, 48, 1315-1326.	1.2	68
77	The Cognitive and Academic Profiles of Reading and Mathematics Learning Disabilities. Journal of Learning Disabilities, 2012, 45, 79-95.	1.5	123
78	Accelerating Chronically Unresponsive Children to Tier 3 Instruction. Journal of Learning Disabilities, 2012, 45, 204-216.	1.5	67
79	First-Grade Cognitive Abilities as Long-Term Predictors of Reading Comprehension and Disability Status. Journal of Learning Disabilities, 2012, 45, 217-231.	1.5	51
80	The Early Prevention of Mathematics Difficulty. Journal of Learning Disabilities, 2012, 45, 257-269.	1.5	61
81	Predicting first graders' development of calculation versus word-problem performance: The role of dynamic assessment.. Journal of Educational Psychology, 2012, 104, 224-234.	2.1	28
82	The Construct and Predictive Validity of a Dynamic Assessment of Young Children Learning to Read: Implications for RTI Frameworks. Journal of Learning Disabilities, 2011, 44, 339-347.	1.5	58
83	Improving Attention and Preventing Reading Difficulties among Low-Income First-Graders: A Randomized Study. Prevention Science, 2011, 12, 70-79.	1.5	38
84	Exploring Dynamic Assessment as a Means of Identifying Children At Risk of Developing Comprehension Difficulties. Journal of Learning Disabilities, 2011, 44, 348-357.	1.5	23
85	The Effectiveness of Kindergarten Peer-Assisted Learning Strategies for Students with Disabilities. Exceptional Children, 2011, 77, 299-316.	1.4	7
86	On the Importance of a Cognitive Processing Perspective: An Introduction. Journal of Learning Disabilities, 2011, 44, 99-104.	1.5	7
87	Functional Correlates of Children's Responsiveness to Intervention. Developmental Neuropsychology, 2011, 36, 288-301.	1.0	24
88	Two-Stage Screening for Math Problem-Solving Difficulty Using Dynamic Assessment of Algebraic Learning. Journal of Learning Disabilities, 2011, 44, 372-380.	1.5	25
89	Number Combinations Remediation for Students with Mathematics Difficulty. Perspectives on Language and Literacy, 2011, 37, 11-16.	0.3	1
90	A Framework for Remediating Number Combination Deficits. Exceptional Children, 2010, 76, 135-156.	1.4	35

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91	Selecting at-risk first-grade readers for early intervention: Eliminating false positives and exploring the promise of a two-stage gated screening process.. Journal of Educational Psychology, 2010, 102, 327-340.	2.1	155
92	Do different types of school mathematics development depend on different constellations of numerical versus general cognitive abilities?. Developmental Psychology, 2010, 46, 1731-1746.	1.2	204
93	Modeling Response to Reading Intervention in Children With Down Syndrome: An Examination of Predictors of Differential Growth. Reading Research Quarterly, 2010, 45, 134-168.	1.8	41
94	Implementing Research-Based Instruction to Prevent Reading Problems Among Low-Income Students: Is Earlier Better?. Learning Disabilities Research and Practice, 2010, 25, 87-96.	0.9	18
95	The Contributions of Numerosity and Domain-€General Abilities to School Readiness. Child Development, 2010, 81, 1520-1533.	1.7	135
96	Rethinking Response to Intervention at Middle and High School. School Psychology Review, 2010, 39, 22-28.	1.8	97
97	Influences of neural pathway integrity on children-€™s response to reading instruction. Frontiers in Systems Neuroscience, 2010, 4, 150.	1.2	15
98	Embedding Number-Combinations Practice Within Word-Problem Tutoring. Intervention in School and Clinic, 2010, 46, 22-30.	0.8	2
99	The -€Blurring-€ of Special Education in a New Continuum of General Education Placements and Services. Exceptional Children, 2010, 76, 301-323.	1.4	206
100	The Effects of Schema-Broadening Instruction on Second Graders' Word-Problem Performance and Their Ability to Represent Word Problems with Algebraic Equations: A Randomized Control Study. Elementary School Journal, 2010, 110, 440-463.	0.9	70
101	The effects of strategic counting instruction, with and without deliberate practice, on number combination skill among students with mathematics difficulties. Learning and Individual Differences, 2010, 20, 89-100.	1.5	101
102	Predicting reading growth with event-related potentials: Thinking differently about indexing -€Responsiveness-€. Learning and Individual Differences, 2010, 20, 158-166.	1.5	9
103	Phonological awareness of children with Down syndrome: Its role in learning to read and the effectiveness of related interventions. Research in Developmental Disabilities, 2010, 31, 316-330.	1.2	95
104	Factors Contributing to Teachers-€™ Sustained Use of Kindergarten Peer-Assisted Learning Strategies. Journal of Research on Educational Effectiveness, 2010, 3, 315-342.	0.9	16
105	Do Word-Problem Features Differentially Affect Problem Difficulty as a Function of Students' Mathematics Difficulty With and Without Reading Difficulty?. Journal of Learning Disabilities, 2009, 42, 99-110.	1.5	41
106	On the Importance of a Unified Model of Responsiveness to Intervention. Child Development Perspectives, 2009, 3, 41-43.	2.1	31
107	Effects of Fact Retrieval Tutoring on Third-€Grade Students with Math Difficulties with and without Reading Difficulties. Learning Disabilities Research and Practice, 2009, 24, 1-11.	0.9	68
108	Responsiveness to Intervention: Multilevel Assessment and Instruction as Early Intervention and Disability Identification. Reading Teacher, 2009, 63, 250-252.	0.4	12

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109	Remediating number combination and word problem deficits among students with mathematics difficulties: A randomized control trial.. Journal of Educational Psychology, 2009, 101, 561-576.	2.1	151
110	Creating Opportunities for Intensive Intervention for Students with Learning Disabilities. Teaching Exceptional Children, 2009, 42, 60-62.	0.8	10
111	Making "secondary intervention" work in a three-tier responsiveness-to-intervention model: findings from the first-grade longitudinal reading study of the National Research Center on Learning Disabilities. Reading and Writing, 2008, 21, 413-436.	1.0	88
112	The Predictive Validity of Dynamic Assessment. Journal of Special Education, 2008, 41, 254-270.	1.2	100
113	Tracking children who fly below the radar: Latent transition modeling of students with late-emerging reading disability. Learning and Individual Differences, 2008, 18, 329-337.	1.5	84
114	Intensive Intervention for Students with Mathematics Disabilities: Seven Principles of Effective Practice. Learning Disability Quarterly, 2008, 31, 79-92.	0.9	132
115	Scaling Up an Early Reading Program: Relationships Among Teacher Support, Fidelity of Implementation, and Student Performance Across Different Sites and Years. Educational Evaluation and Policy Analysis, 2008, 30, 368-388.	1.6	60
116	Using Curriculum-Based Measurement to Identify the 2% Population. Journal of Disability Policy Studies, 2008, 19, 153-161.	0.9	4
117	Remediating Computational Deficits at Third Grade: A Randomized Field Trial. Journal of Research on Educational Effectiveness, 2008, 1, 2-32.	0.9	35
118	PrÃ©venir les difficultÃ©s d'apprentissage en lecture: Le dÃ©fi de la prÃ©sentation du contenu et de l'organisation des services.. Canadian Psychology, 2008, 49, 155-161.	1.4	3
119	Does Early Reading Failure Decrease Children's Reading Motivation?. Journal of Learning Disabilities, 2008, 41, 387-404.	1.5	121
120	Effects of Preventative Tutoring on the Mathematical Problem Solving of Third-Grade Students with Math and Reading Difficulties. Exceptional Children, 2008, 74, 155-173.	1.4	120
121	A Curricular-Sampling Approach to Progress Monitoring. Assessment for Effective Intervention, 2008, 33, 225-233.	0.6	23
122	Effects of small-group tutoring with and without validated classroom instruction on at-risk students' math problem solving: Are two tiers of prevention better than one?. Journal of Educational Psychology, 2008, 100, 491-509.	2.1	104
123	Dynamic assessment of algebraic learning in predicting third graders' development of mathematical problem solving.. Journal of Educational Psychology, 2008, 100, 829-850.	2.1	59
124	Problem solving and computational skill: Are they shared or distinct aspects of mathematical cognition?. Journal of Educational Psychology, 2008, 100, 30-47.	2.1	203
125	Progress Monitoring as Essential Practice within Response to Intervention. Rural Special Education Quarterly, 2008, 27, 10-17.	0.4	64
126	Curriculum-Based Assessment. , 2008, , I-451-I-460.		5

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127	Intensive Intervention for Students with Mathematics Disabilities: Seven Principles of Effective Practice. <i>Learning Disability Quarterly</i> , 2008, 31, 79-92.	0.9	27
128	Mathematics Screening and Progress Monitoring at First Grade: Implications for Responsiveness to Intervention. <i>Exceptional Children</i> , 2007, 73, 311-330.	1.4	99
129	Is There a Bidirectional Relationship between Children's Reading Skills and Reading Motivation?. <i>Exceptional Children</i> , 2007, 73, 165-183.	1.4	283
130	Peer-Assisted Learning Strategies in Reading for Students With Different Learning Needs. <i>Journal of Cognitive Education and Psychology</i> , 2007, 6, 395-410.	0.2	2
131	A Model for Implementing Responsiveness to Intervention. <i>Teaching Exceptional Children</i> , 2007, 39, 14-20.	0.8	145
132	Dynamic Assessment as Responsiveness to Intervention; a Scripted Protocol to Identify Young At-Risk Readers. <i>Teaching Exceptional Children</i> , 2007, 39, 58-63.	0.8	45
133	Extending Responsiveness to Intervention to Mathematics at First and Third Grades. <i>Learning Disabilities Research and Practice</i> , 2007, 22, 13-24.	0.9	58
134	Differences in Performance Between Students with Learning Disabilities and Mild Mental Retardation: Implications for Categorical Instruction. <i>Learning Disabilities Research and Practice</i> , 2007, 22, 119-128.	0.9	18
135	What We Need to Know About Responsiveness To Intervention (and Shouldn't Be Afraid to Ask). <i>Learning Disabilities Research and Practice</i> , 2007, 22, 129-136.	0.9	187
136	Using curriculum-based measurement to inform reading instruction. <i>Reading and Writing</i> , 2007, 20, 553-567.	1.0	16
137	Research on Peer-Assisted Learning Strategies: The Promise and Limitations of Peer-Mediated Instruction. <i>Reading and Writing Quarterly</i> , 2006, 22, 5-25.	0.6	82
138	A Framework for Building Capacity for Responsiveness to Intervention. <i>School Psychology Review</i> , 2006, 35, 621-626.	1.8	41
139	The cognitive correlates of third-grade skill in arithmetic, algorithmic computation, and arithmetic word problems.. <i>Journal of Educational Psychology</i> , 2006, 98, 29-43.	2.1	444
140	Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures.. <i>Journal of Educational Psychology</i> , 2006, 98, 394-409.	2.1	238
141	Extending Responsiveness-to-Intervention to Math Problem-Solving at Third Grade. <i>Teaching Exceptional Children</i> , 2006, 38, 59-63.	0.8	4
142	Teaching Third Graders about Real-Life Mathematical Problem Solving: A Randomized Controlled Study. <i>Elementary School Journal</i> , 2006, 106, 293-311.	0.9	19
143	Introduction to response to intervention: What, why, and how valid is it?. <i>Reading Research Quarterly</i> , 2006, 41, 93-99.	1.8	741
144	Who Are the Young Children for Whom Best Practices in Reading Are Ineffective?. <i>Journal of Learning Disabilities</i> , 2006, 39, 414-431.	1.5	196

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145	The Effects of Computer-Assisted Instruction on Number Combination Skill in At-Risk First Graders. <i>Journal of Learning Disabilities</i> , 2006, 39, 467-475.	1.5	118
146	Predicting LD on the Basis of Motivation, Metacognition, and Psychopathology. <i>Journal of Learning Disabilities</i> , 2006, 39, 215-229.	1.5	69
147	On the Irrelevance of Intelligence in Predicting Responsiveness to Reading Instruction. <i>Exceptional Children</i> , 2006, 73, 8-30.	1.4	57
148	Responsiveness-To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents. <i>Teaching Exceptional Children</i> , 2005, 38, 57-61.	0.8	87
149	Differential Effects of Peer-Assisted Learning Strategies on Students' Social Preference and Friendship Making. <i>Behavioral Disorders</i> , 2005, 30, 421-429.	0.8	15
150	Using Curriculum-Based Measurement to Improve Student Achievement: Review of Research. <i>Psychology in the Schools</i> , 2005, 42, 795-819.	1.1	346
151	The Prevention, Identification, and Cognitive Determinants of Math Difficulty.. <i>Journal of Educational Psychology</i> , 2005, 97, 493-513.	2.1	413
152	Curriculum-Based Measurement of Mathematics Competence: From Computation to Concepts and Applications to Real-Life Problem Solving. <i>Assessment for Effective Intervention</i> , 2005, 30, 33-46.	0.6	13
153	Enhancing Mathematical Problem Solving for Students with Disabilities. <i>Journal of Special Education</i> , 2005, 39, 45-57.	1.2	49
154	Peer-Assisted Learning Strategies for English Language Learners with Learning Disabilities. <i>Exceptional Children</i> , 2005, 71, 231-247.	1.4	112
155	Responding to Nonresponders: An Experimental Field Trial of Identification and Intervention Methods. <i>Exceptional Children</i> , 2005, 71, 445-463.	1.4	184
156	Peer-Assisted Learning Strategies. <i>Journal of Special Education</i> , 2005, 39, 34-44.	1.2	122
157	Identifying Appropriate Test Accommodations for Students With Learning Disabilities. <i>Focus on Exceptional Children</i> , 2005, 37, .	0.7	9
158	The Promise and Limitations of Reading Instruction in the Mainstream: The Need for a Multilevel Approach. <i>Exceptionality</i> , 2004, 12, 163-173.	1.1	9
159	Determining Adequate Yearly Progress from Kindergarten Through Grade 6 with Curriculum-Based Measurement. <i>Assessment for Effective Intervention</i> , 2004, 29, 25-37.	0.6	34
160	Monitoring Early Reading Development in First Grade: Word Identification Fluency versus Nonsense Word Fluency. <i>Exceptional Children</i> , 2004, 71, 7-21.	1.4	160
161	Expanding Schema-Based Transfer Instruction to Help Third Graders Solve Real-Life Mathematical Problems. <i>American Educational Research Journal</i> , 2004, 41, 419-445.	1.6	71
162	Responsiveness to Mathematical Problem-Solving Instruction. <i>Journal of Learning Disabilities</i> , 2004, 37, 293-306.	1.5	106

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163	Enhancing mathematical problem solving among third-grade students with schema-based instruction.. Journal of Educational Psychology, 2004, 96, 635-647.	2.1	83
164	National Research Center on Learning Disabilities: Multimethod Studies of Identification and Classification Issues. Learning Disability Quarterly, 2004, 27, 189-195.	0.9	25
165	Identifying Reading Disabilities by Responsiveness-to-Instruction: Specifying Measures and Criteria. Learning Disability Quarterly, 2004, 27, 216-227.	0.9	173
166	Curriculum-Based Measurement: Describing Competence, Enhancing Outcomes, Evaluating Treatment Effects, and Identifying Treatment Nonresponders. Journal of Cognitive Education and Psychology, 2004, 4, 112-130.	0.2	1
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